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THE EVOLUTION OF ETHICAL CODES IN THE TEACHING PROFESSION
IN THE UNITED STATES

being

A Thesis Presented to the Graduate Faculty

of the

Fort Hays Kansas State College

in Partial Fulfillment of the Requirements

for the Degree of Master of Science

by

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CHAPTER	PAGE
I. FOREWORD	I
II. INTRODUCTION	1
III. ETHICAL CODES IN OTHER PROFESSIONS AND OCCUPATIONS	
1. A Brief History	4
2. Reasons for Ethical Standards	7
3. Results	10
IV. MOTIVES GOVERNING ETHICAL CONSIDERATIONS IN THE TEACHING PROFESSION	
1. Importance of a Standard Code of Ethical Conduct	12
2. Effect of Organized Effort on the Improvement of Teaching	15
V. INCEPTION AND PROGRESS OF DEVELOPMENT OF TEACHERS' CODES OF PROFESSIONAL ETHICS IN THE UNITED STATES	
1. Local Codes	18
2. State Codes	19
3. A Summary of Standards (An Analysis of Existing Codes)	
A. General Principles of Character and Conduct	20
B. Standards of Conduct in Relations with Pupils, Parents, and Community	21
C. Standards of Conduct in Relation with Associates	25
D. Standards of Conduct in Relation to the Profession	29
E. Standards of Conduct in Securing and Terminating Employment	31
F. Standards of Conduct in Connection with Teachers' Agencies and Publishing Houses	32
4. Examples of Codes	34
A. Code of Ethics of the National Education Association	35
B. Code of Ethics for the Teachers of the State of New York	39
C. Code of Ethics of the Pennsylvania State Education Association	40
VI. CONCLUSIONS	45
VII. APPENDIX	49
VIII. BIBLIOGRAPHY	53

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FOREWORD

It is perhaps not assuming too much to say that ever since teaching as such began, some kind of teaching ethics existed. The Sophists, we recall, did not conform to the ethics which their contemporaries thought proper and essential. One item in this code which the Sophists appear to have violated, and for which they were severely criticized, was the accepting of fees for their services. Another item was that of wilfully misrepresenting the quality of their services. Isocrates, (436-338 B. C.), an Athenian orator and rhetorician, protested against those who attracted pupils by low fees and big promises. "If all those who undertake instruction would speak the truth, nor make greater promises than they can perform, they would not be accused by the illiterate. . . These men are arrived at that pitch of insolence, that they endeavour to persuade the younger, that if they will be their disciples, they shall know what is best to be done, and thereby be made happy; and, after they have erected themselves into teachers of such sublime things, they are not ashamed to ask of them four or five minae. . ."¹ Likewise, the Great Teacher severely criticized the Scribes and the Pharisees who were the Jewish teachers: "Woe unto you, Scribes and Pharisees, hypocrites! For ye are like unto whited sepulchres, which indeed appear beautiful outward, but are within full of dead men's bones, and of all uncleanness."² This in condemnation of the unethical practices among the leaders of

1. Cubberley, E. P. Readings in the History of Education, p. 13-15.
New York: Houghton Mifflin Company, 1920.

2. Matthew 23:27.

the Jews.

It is inconceivable, from the very nature of the profession itself, that teaching service could have been carried on for any length of time without the formulation--subtle and unorganized it may be--of certain ethical principles which belong peculiarly to the business of instruction. Our own observation, likewise, supplies us with many instances of the control of conduct on the part of teachers according to customs which are recognized as being, to say the least, professional courtesies. It is safe to say that the large majority of teachers in our country today act under a very high code of professional ethics, even though it be in a large measure a personal code.

The early history of education from the beginning of the Christian era shows that it was formulated and carried on as an integral part of the early Church. The dogmatic principles of the Church were indirectly carried over into the school and its teachers. Moreover, since the teachers were of the order of the priesthood, a definite code of conduct in conformity to standards set up by the early Church was simultaneously carried into effect by both priest and teacher, whose identity was one and the same person. And although the Reformation of Martin Luther brought about a definite division between the Church and classical education, yet much of the ethics of the profession seems to have been definitely carried over with it; the fundamental principle of ethical conduct is of Christian origin, notwithstanding the fact that a constantly changing concept of values in a changing world has necessitated modifications in the practical application of a fundamental principle.

INTRODUCTION

It goes without saying that the changes which have come about in the economic and social aspects of our civilization have also imposed the necessity of corresponding changes, or adjustments, in the relation of one human being with another. In all trades and professions sweeping adjustments have had to be made. Life and the mode of living have become far more complex; business and professional relations have become more and more involved; motives of selfishness and greed within the group, together with the tendency to unfair practices at the expense of others, all these conditions have made it necessary for groups and organizations to work out long and detailed specifications governing the moral actions of their respective members. This is known as a code of ethics. Hence it has become very common for various professions to formulate codes proclaiming ideals of service to the public and of better protection to their members, while at the same time establishing judicial bodies to discipline those guilty of infractions among the members. Such codes and powers have long since been established in the professions of law, medicine, dentistry, pharmacy, architecture, engineering, and journalism, and have more recently been developing in crafts that are aspiring to become professions, such as those of the certified public accountant, optometrist, realtor, and mortician. This setting up of an integrated organization and control over professional relations has been making rapid progress among teachers, particularly within the last two decades, as teaching has more and more gained permanency as an occupation and has standardized its activities and the

requirements for admission to its membership. The professionalization of education has naturally been accompanied by an effort to crystallize its ideals and service in a code of ethics.

While it is true that in the teaching profession no universal agreement has been reached with reference to all the specific desiderata which should constitute a code of ethics, the same changes which have so greatly affected the other professions have had no less a revolutionizing effect upon teaching as a profession. Both socially and professionally it is a far cry from the Ichabod Crane type of pedagogue to the modern type of teacher. The educational system of today with its physical equipment and its expanded curriculum has become a highly complex factor in the life of the American public, while its teachers number nearly a million.. It is but natural, then, that the relationships among the members of this profession must also involve a finer sense of relative values of what is right or proper, and what is not so, and when. Clearly, then, it becomes incumbent upon the profession to protect its character and its reputation from unbecoming conduct on the part of its individual members. A code of professional ethics, written or implied, aiming at standardization and unification of professional conduct among the teaching profession in the United States becomes the inevitable result. For over thirty years it has been the aim of educational leaders to bring about a general crystallization of feeling in the profession favoring not only the adoption but a rigid application of a teachers' code of professional ethics, and that the same be national in scope and character. The welfare of the community, state, and nation is dependent upon the service rendered by this profession, and its members should feel under moral obligations to the community and to each other to execute

this service properly.

Within recent years the movement toward the adoption of formal codes of professional ethics for teachers has progressed very rapidly. The movement--a movement which promises much for the advancement of education--is now old enough and of sufficient momentum to make desirable an accounting of it, with the end in view that its future development may be guided in the light of the experience of the present and the past. Stated more specifically, the purpose of this study is two-fold: (1) to ascertain the motives underlying the movement; and (2) to make a critical analysis of the extent to which this movement has progressed since its inception.

This investigation includes not only the development of the codes of ethics adopted by the state teachers' associations, but the codes which have been adopted by local associations of teachers as well. The impetus gained from the formulation and adoption of local codes of ethics and their enforcement carried the movement onward and finally resulted in the adoption of similar codes by state teachers' associations for state-wide application. Examples of local codes are Batavia, Illinois; Boise, Idaho; and Sedalia, Missouri. Parenthetically it may be said, however, that, since the advent of the state codes as well as the national code, the local ones have been rapidly sinking into a general condition of discard.

The sources drawn upon for the data in this investigation were the codes of ethics in their published form. The information concerning these codes was secured through correspondence, through library research for data pertaining to them, and through the use of the studies and reports issued through and by the National Education Association up to and including 1930.

III. ETHICAL CODES IN OTHER PROFESSIONS AND OCCUPATIONS

1. A Brief History

Contrary to common belief, the idea of having written codes of ethics is by no means a recent one, for the germ of such codes dates back at least to the fourth century B. C. In that century, the ancient physician, Hippocrates, promulgated his famous OATH, the large influence of which is sensed when it is noted that the American Medical Association today embodies in its principles of medical ethics the lofty ideals found in this ancient oath. The ending of the oath is, because of its altruism, particularly worth noting; the ending is:

"While I continue to keep this oath unviolated,
may it be granted to me to enjoy life and the prac-
tice of the art, respected by all men at all times!
But should I trespass and violate this oath, may the
reverse be my lot!" ¹

In 1836, David Hoffman of Baltimore drew up a set of legal resolutions, which were based upon the philosophy of Blackstone. It is worth noting that the present canons of professional ethics of the American Bar Association are based largely upon the Hoffman resolutions. In 1852, the American Pharmaceutical Association formulated its code which is still the one largely in use. In 1866, the American Veterinary Medical Association adopted its code, which, with slight revision, is the present code of that association.²

1. New International Encyclopedia, Vol. XI; page 316. New York: Dodd, Mead and Company, 1928.

2. Landis, B. Y. Professional Codes; No. 267, 102 p.

Following 1866, it appears that only a few other codes were adopted until the opening of the twentieth century. About the latter date, the movement became a positive one, although not rapidly accelerated until about 1920. From the opening of the twentieth century until about 1920, the number of codes adopted each year ranged from one to eight. In 1921, however, at least 17 organizations adopted codes; in 1922, at least 26; in 1923, at least 60; and in 1924, approximately 57 organizations adopted codes.¹

Whether the relation is causal or merely coincidental, cannot be conclusively stated; suffice it to say that it is interesting to observe that a distinct impetus toward the securing of these codes came immediately following the World War. Perhaps the codes came as an aftermath of the war, a time in which countless millions of people gratuitously laid aside the mere money-making motive for the more altruistic motive of service. Or, perhaps it may have been merely a recoil from the reputed profiteering on the part of some people during the war that brought forth the codes.

Furthermore, it is interesting to observe that the codes of ethics which have been adopted and which are now in use are not confined to a small group of activities. These organizations cover a wide range of activities, including those of laborers, tradesmen, manufacturers, merchants, professional men, and members of clubs.

From this brief survey of the field in other professional lines it is clear that a well-defined and codified system of ethics is a part of the training given to initiates in those fields. Frequently such training

1. The conclusions of this paragraph are based on data tabulated from "Codes of Ethics" by Edgar L. Heermance, Burlington, Vermont: Free Press Printing Company, 1924.

is required as an integral part of the college or university course prescribed in preparation for proficiency in that profession. The ministry is an example in point. This also holds true for the medical as well as the legal professions, all of whom are instructed before receiving their degrees, in the fundamental principles of medical and legal ethics.

Theoretically, a profession, as distinct from a business, places service to society above mere money-making. It recognizes that the scientific knowledge and the corresponding skill upon which it is based are an inheritance won by the labors and struggles of humanity through the ages, and that while professional men are temporarily trustees of that knowledge and skill, the possession really belongs to society as a whole and should not be altogether prostituted to private gain. The welfare of the community, state, and nation is dependent upon the services rendered by the profession, and professional men should feel under moral obligation to the community and to each other to execute this service properly.

2. Reasons for Ethical Standards

In the preceding chapter the writer has already discussed to some extent what seem to him the most valid reasons which necessitate the formulation and adoption of a code governing the ethical conduct of the members of the group. Among those to be mentioned are (1) an adjustment requiring a high degree of specialization to balance competition; (2) the highly complex nature of life and the mode of living; (3) the tendency within the group to unfair practices at the expense of others; and (4) a keen sense of high integrity among the leaders of the group. The complexities and the specializations of modern industrial life leave many individuals unable to judge whether or not a member of any profession has performed his services with due regard to the interests of all, as well as with due regard to the interests of his client. Moreover, the higher the skill, the greater the need for organized group effort toward maintaining a fine sense of obligations, not primarily to others in the same profession, but chiefly to the general well-being of all.

"In every ethical situation four or five factors may be distinguished: (1) duty, law, convention, command, or an equivalent; (2) a person or persons who will enforce duty, if necessary; (3) a person subject to duty; and, (4) finally, an organized group to which all persons concerned in the situation belong, and from which, in the last analysis, all duties and commands issue."¹ Briefly then, the evolution of ethical standards within the group, governing primarily the conduct of its several entities, has in all cases originated within that group, and both economic and social necessities are their basic stimuli. Moreover, an

1. DeWitt H. Parker. Human Values. New York and London: Harper and Brothers, 1931. p. 200.

investigation of the codes of ethics now extant shows significantly that they tend to stress service as the paramount obligation of the individual and his organization. Consider, for example, the principles of medical ethics of the American Medical Association:

"A profession has for its prime object the service it can render to humanity; reward or financial gain should be a subordinate consideration." ¹

The canons of ethics of the American Bar Association stress the same ideals in these words:

"The profession is a branch of the administration of justice and not a mere money-getting trade." ²

The ideal of service is stressed also in the Declaration of Principles and Code of Practice, as adopted by the Missouri Press Association:

"In every line of journalistic endeavor we recognize and proclaim our obligation to the public, our duty to regard always the truth, to deal justly and walk humbly before the gospel of unselfish service." ³

Again, from the Creed of the Industrial Press, adopted by the Federation of Trade Press Associations, we read:

"We believe the basic principle on which every trade paper should build is SERVICE—service to readers and service to advertisers, in a way to promote the welfare of the general public." ⁴

From these excerpts it can be seen that the ideal of service is stressed in practically all of the codes, even those of the non-professional groups. A large reason for this emphasis on the giving of service

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1. Appendix, Annals of the American Academy of Political and Social Science, Vol. 101, May, 1922; p. 260.
 2. Op. Cit. p. 256.
 3. Op. Cit. p. 295.
 4. Op. Cit. p. 295.

becomes evident when it is noted that it is commonly recognized that, generally speaking, the organization or the individual member of it, which, or who, gives the most service to society, reaps the greatest rewards of society. This is the normal functioning of men, and if the motive for the giving of service is partly, largely, or chiefly selfish rather than altruistic, then make the most of it. The giving of good service—that is, what one's fellows want and need—results in good business for both the giver of the service and for society.

The business world is now so complex that reliance must be its first watchword. And this can never be unless the ideal of service controls the crafty impulse for profits. Confidence can never be established merely by preventing the illegal. Laws must by their very nature be the expression of accepted standards of conduct. And unless those standards are generally accepted, laws can be of no avail, for laws enforce the obedience of minorities only. The ethical points to the goal; it is the paved road to public service. Ethics like all paved roads are the result of conscious, persistent human effort.

One aspect of group consciousness that has been prevalent within recent years is the belief of each of the crafts and professions that it alone should inherit the earth. We have heard much of late about wage earners making work for each other and not pushing their own jobs to completion. But we have been prone to forget that the same disease has long been chronic among some of the members of the legal profession. We have scolded the wage earners for standing together when many physicians have long practised all the arts of mutual self-protection. The farmers have long known that the farm is the beginning and the end of

all industry. Ministers have solemnly assured their hearers that the ministry is the highest of all callings, while the contempt of lawyers for the skill or knowledge of others has been chronic. And who has not been told that labor produces all goods, and who else ever can be "practical" but the business man? Self-determination by groups there should be; but it must be self-determination in the light of the common good of all.

3. Results

That these various codes of ethics have been adopted as a means of making clear to members of the organizations the obligations which rest upon the individuals as members of the organizations, and particularly as a means of making clear the service that the organizations and the individual members of them desire to render to the community and to society in general is obvious. Stated in another way, it may be said that they are designed to serve as agencies of social control --to make for normal human relations; to obviate friction and social loss.

That some of the members of the various crafts and professions have not always lived up to the minimum requirements of behavior commonly sanctioned by the organizations and by society in general is the reason for the written compilation of codes of ethics. Unfortunately, there is perhaps in every profession or trade a fringe of either ignorant or unscrupulous persons, whose unethical practices, if uncon-

trolled, tend to become a menace both to the well-being of society in general and of their groups. Such ignorant and unprincipled individuals must be checked, reined, and guided. Written codes of ethics afford such guides, reines, and checks; they set up standards or norms of conduct; they depict the line of march. The practical value of written codes of ethics are aptly stated in the words of Franklin D. Jones, as follows:¹

"The ideals of men best project themselves into reality when crystallized in written documents. . . In every line of human activity, a united written expression of that which is best for the common good becomes a strong force for progress, The mere expression clarifies the general statement."

Similar values are claimed for written codes by the business methods committee of Rotary International; that committee affirms that "experience has shown written codes of standards governing business relations to be essential to the development and progress of every trade and profession".²

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1. Heermance, Edgar L. Codes of Ethics, p. 1-2. Burlington, Vermont: Free Press Printing Company, 1924.
 2. Gundaker, Guy. "Campaign of the International Association of Rotary Clubs for the Writing of Codes of Standards of Practice for Each Business and Profession." Annals of the American Academy of Political and Social Science; Vol. 101, May, 1922, pp. 228-236.

IV. MOTIVES GOVERNING ETHICAL CONSIDERATIONS IN THE TEACHING PROFESSION

1. Importance of a Standard Code of Ethical Conduct

One of the main characteristics of the professions, that differentiates them from all other vocations, is that they are founded upon clearly defined principles that determine and regulate their procedure. No person can make any pretense at belonging to the professional class unless he understands these principles and is governed by them in the practice of his particular profession. Every vocation that makes claim to being a profession has its fundamental principles that govern its procedure and practice; and every person who wishes to rank as a professional worker must understand the underlying principles of his chosen profession and apply them in the practice of it.

The fact that professional workers deal directly with human beings and look for the results of their efforts in some phase of the physical, mental, or moral well-being of man, presupposes a certain clearly defined relation among professional co-workers and between themselves and those persons for whom they work. These relations are founded upon a system of principles which determine the correct action and practice of individuals with one another and are known as "ethical relations." In the ordinary acceptance of the term "ethics," there can be no ethical relation between the bricklayer

and the bricks with which he works, between the carpenter and the board which he planes, between the blacksmith and the iron which he shapes, or between the farmer and the land which he tills. In the case of a worker with human beings, it is obvious that a different condition exists. From the very fact that the material with which he deals is the physical, mental, or moral nature of man, he must occupy a distant ethical relation toward the individuals in whose interest he labors, toward those who intrust him with this important task, and toward those who belong to the same professional class as himself. This complex relation with his fellow-men establishes a varied code of ethics which he must observe in the practice of his profession and in his dealings with people.

Another requirement which must be satisfied if teaching is to be classed as a profession is that it be founded upon scientific principles which determine its procedure. These principles must be clearly understood by the workers in this vocation, and they must be applied in the practice of it. In addition to the body of knowledge in which the teacher must be able to give the desired instruction, he must have other knowledge and experience before he can rightly be admitted to the class of professional teachers. Since he deals directly with life and its problems, he must have some knowledge of life philosophy and know how to apply it in his teaching. Because he deals with the human mind, he must have an understanding of the psychological principles as applied to teaching. Since he gives instruction, he is concerned with the principles and laws governing method. As he is concerned with the physical well-being of his pupils, he must

know something of the physiological principles and the laws of health. Inasmuch as the aim of the teacher includes the formation of right ideals of life and conduct in the minds of the young, he must possess a sound philosophy and know how best to impart it to others. From this it is evident that teaching has its system of underlying principles that are as definite and as essential as those of the science of medicine, of the profession of the ministry, or of the practice of law.

Because of the fact that teaching is rapidly awakening to the real significance of its opportunities for service and that, therefore, it is being considered and recognized more and more as a profession, it has long been thought advisable to adopt a code of ethics for this profession. The teaching of ideals is by its very nature a task which falls automatically in the realm of ethics, and therefore it has to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a character which is subjected by the public to the most searching scrutiny of watchful and critical eyes. To inspire high ideals in the young the teacher must needs live them: he must teach by example as well as by precept. But to do so effectively, he must be a true representative of his craft; he must be inspired with the desire to serve for the greatest good to the greatest number. In short, he must consider the good of many persons as being a far greater good than the good to himself alone or of fewer persons.

Since, then, the ideals of the craft are of such lofty nature, it must follow, therefore, that the ethical considerations of the teacher as an individual and as a member of his craft should be embodied in principles equally lofty. Fundamentally, selfishness has no place in the life of a teacher. His profession has for its motto: Service for the sake of service.

2. Effect of Organized Effort in the Improvement of Teaching

As has been stated previously by the writer, a profession presupposes a body of scientific knowledge and corresponding skill in practice. This knowledge and skill can be acquired only by extended study and careful practice by persons who have the necessary endowment. The welfare of community, state, and nation depends on services which can be rendered only by those who have this knowledge and skill; and the members of the profession, by virtue of their special qualifications and by virtue of the public service rendered by them, incur definite moral obligations to each other and to the community. These obligations are the basis of professional ethics. The characteristics of the successful professional man are summed up by J. Frank Marsh¹ as follows:

"1. He attempts to maintain high standards of personal fitness and service in his field of endeavor, regardless of public approval or personal gain.

1. The Teacher Outside the School. World Book Company, New York and Chicago, 1928.

- "2. He places his work before and above his salary. When one chooses a profession, he thereby renounces all claims to great wealth. If one aims to amass great wealth, he does not choose a profession as a means of reaching his objective.
- "3. He grasps every opportunity for personal improvement.
- "4. His impelling ambition is to serve the society which has made possible his professional training.
- "5. He strives in season and out of season to improve the services of his profession and the well-being of its members. He will not injure the reputation and position of a fellow member or permit such injury if in his power to prevent it."

An educated public demands a high standard of efficiency for its teaching body; and as problems arise to be solved, the educated, broad-minded teacher is the one bulwark on which American ideals and character hinge.

Teachers to be successful must be industrious. Work is physical and mental effort directed to some definite end. It is effort expended to bring about a change against resistance. The energetic mind will make itself obvious in the flash of the eye, the warmth of the voice, and the poise and alertness of the body.

Teachers must be happy. Nothing makes a teacher more unhappy than to know that his fellow workers, not so well qualified as he, are receiving a much higher salary. A standard salary where merit shares alike is the best mark of happiness that the teacher knows. No pangs of jealousy, no thought of envy for his fellow workers arise when he has the assurance that there is no underbidding of salaries. Then, too, if we can educate the public to the great need of teachers with broad

backgrounds, educators who see things fairly and justly, and who are able to solve the complex problems of the day, we will create a quality demand for teachers, not a quantity demand. There would be a shortage of teachers today if we placed the demand on quality.

✓ In addition to an intellectual understanding of his obligations and responsibilities, the teacher must approach his work in the right spirit. In other words, he must be so filled with devotion for those committed to his care, so interested in their highest good, and so impressed with the importance and sacredness of the charge intrusted to him that his attitude toward those who have delegated the task to him and to those with whom he works, will be one of sympathy and love, rather than of criticism and defense. Then he will regard the board of education, the parents, and his fellow teachers as co-workers instead of as antagonists against whom he must be on his guard; and his pupils, not as "little imps" to be watched, threatened and tamed, but as human beings to be carefully trained for effective service in the community and national life of which they must soon become a part. When teachers do more generally enter upon their work in this spirit, then the workers in this noble profession will aspire to and attain the full measure of its requirements and dignity, and will be in possession of the true joys which such service yields.

V. INCEPTION AND PROGRESS OF DEVELOPMENT OF TEACHERS' CODES OF PROFESSIONAL ETHICS IN THE UNITED STATES

1. Local Codes¹

During the past forty years numerous codes of ethics have been prepared by individuals, by classes in teacher training institutions, and by local, state and national associations. A widespread and growing interest in the improvement of teaching relationships has characterized the development of the teaching profession into an organization which endeavors to bring to its individual members a clearer realization of their duties to society and to each other.

The adoption of codes of ethics by local organizations of the teaching profession was the first decisive step in the direction of the ideal expressed in the foregoing paragraph. No definite information is available as to the exact number of local codes which were adopted, but some of the outstanding ones as pioneers in this field were

a. The Barnard Club of Rhode Island, which was first organized for the male members of the teaching profession in 1913, and which shortly afterward was adopted, with a few minor changes, by the Rhode Island Association of Women Teachers.

b. The Cincinnati (Ohio) Teachers' Association, in 1922, adopted a code of ethics for the regulation of its group.

c. The Levana Club, Worcester, Massachusetts, formulated a code in 1920 and adopted it in 1921.

1. Journal of the National Education Association, vol. 13, February, 1924; p. 65.

d. The Monongohela Teachers' Round Table of West Virginia, adopted a code as early as 1916.

e. The Teachers' Forum of the Teachers' Association at Malden, Massachusetts, adopted for its use a code of professional ethics in 1915.

f. The Batavia (Illinois) Teachers' Association, in 1921, adopted a code of ethics for local application.

Other similar codes could be enumerated by the writer, but the foregoing are typical of all of them. Suffice it to say that since the advent of the state codes, the local ones have been rapidly sinking into a general condition for discard. It is significant to note, however, from a comparative study of these codes that there is considerable unanimity of opinion as to what should be included in a code of professional ethics for teachers. In general, this unanimity of opinion was later transferred over into the drafting of the state codes..

2. State Codes¹

In 1931 there were 33 officially adopted state codes of ethics. During the seven years since that time the number has increased to 40.² The exceptions are Arkansas, California (1904 code not officially recognized), Connecticut (1925 code passed out of use), Nevada, New Mexico, North Dakota, and Tennessee. Mississippi, Missouri, Oklahoma, and

1. Journal of the National Education Association, Research Bulletin, "Ethics in the Teaching Profession," January, 1931. P. 27.

2. Appendix, Tables I and II. p. 49.

Pennsylvania are the only four states which have real codes in that they provide for enforcement through commissions. The other codes are at best only the composite opinion of organizations of teachers on what is professional or unprofessional behavior. However, it appears that these official statements have behind them the compulsion of the good and bad opinions of the group.

3. A Summary of Standards¹

A. General Principles of Character and Conduct

1. The teacher should be a person of high moral character. In attempting to make clear the meaning of the phrase, "high moral character," the various codes specify that the teacher should be alert, altruistic, approachable, charitable, clean, co-operative, courageous, courteous, democratic, dependable, dignified, fair, faithful, generous, happy, honest, idealistic, impartial, just, kind, loyal, magnanimous, modest, neat, noble, open-minded, optimistic, patient, patriotic, poised, positive, progressive, pure (morally), reverent, sensitive to humor, serene, strong (physically), sympathetic, tactful, tolerant, and truthful.

2. The teacher should in his personal habits and social relationships so conduct himself that no reproach may be brought against him or his profession.² In this connection two practical questions arise:

1. Journal of the National Education Association, Research Bulletin, February, 1937; "Codes of State and National Educational Associations." 21 p.

2. See Appendix, Table II, p. 51-52.

(a) Is the teacher under obligation to maintain a higher standard of personal conduct than members of other professions in the same community? and (b) To what extent should the personal conduct of the teacher be controlled by the moral and social standards of the community in which he teaches?

Two factors operate in the case of teachers which are peculiar to the teaching profession only: First, one of the definite responsibilities of every teacher is the development of the ethical character of his pupils. He works directly with boys and girls at an age when example is stronger than precept. His efficiency depends in a large measure upon his personal influence on his pupils, and this in turn depends not only upon his expertness in the art of instruction but also upon his conduct and reputation outside as well as inside the school-room. In the second place, the teacher is a public servant. He is employed by the community to do a particular task. While it is not advisable for the public to bind its teachers with minute prescriptions regarding either the techniques of their profession or the details of their personal lives, the community has a right to choose whom it will employ, and it will usually employ those who, in their private lives as well as in their professional relationships, conform in general to the moral and social standards of the community.

B. Standards of Conduct in Relations With Pupils, Parents, and Community

Teachers have professional responsibilities and relationships not only to their immediate clients, their pupils, but to the parents of the

pupils and to the communities in which they work. Some of the standards of conduct in these relationships, which have received general approval are suggested here:

1. The teacher should recognize that the welfare of the child is the principal obligation of his profession. Personal gain, pleasure community responsibility, even the mastery of subject matter, are subordinate interests of the true teacher, while service to the child is his first responsibility.

2. The teacher should respect the individuality of each pupil and should train it according to its requirements. This injunction is a warning against the dangers of impersonalism inherent in mass production.

3. The teacher should deal justly and impartially with every child. Prejudice or preference because of differences in intellectual ability or social standing have no place in the relations between the teacher and his pupils.

4. The teacher should be sympathetic and courteous toward his pupils. No man or woman should enter the teaching profession without a deep interest in and a genuine sympathy with children. The circumstances under which the teacher works make it easy for him to lapse into discourteous habits which are detrimental to both teacher and pupil. The nervous strain of teaching often produces an irritability and a sharpness of re-tort which would not be tolerated by clients in any other field. The very intimacy which exists in the teacher-pupil situation frequently leads to an unfortunate laxness about courteous proprieties.

5. The teacher should hold inviolate all confidential information concerning his pupils. This is a standard which teachers frequently forget. It is so natural to discuss with friends or fellow-teachers the idiosyncrasies or shortcomings of one's pupils as revealed in regular school work or standardized intelligence tests.

6. The teacher should refrain from imposing his religious or political views upon his pupils. This advice is sound in general, but it may be carried to extremes, which may devitalize the character as well as the work of the teacher. The whole question of academic freedom has a highly significant bearing upon the progress of scientific thought and the welfare of society in general. Teachers and pupils alike must be free and must be encouraged to discuss certain types of controversial issues in an unprejudiced and impartial manner. Otherwise, the art of thinking will languish, and the many evils which beset society will continue undisturbed by the light of honest criticism. The right of the teacher to discuss controversial matters is one of the major issues confronting the public schools today, and a satisfactory solution for our complex and social and **economic** problems will not be forthcoming until teachers as a profession recognize that a reasonable amount of independence of thought and speech is a universal right worth fighting for. However, it is one thing to discuss controversial issues without partiality or undue emotion, and quite another thing to attempt to force one's convictions upon others.

7. The teacher should maintain co-operative relations with parents. This is not always easy, especially when parents are ignorant, indif-

ferent, or unreasonable; yet it can be accomplished by the exercise of patience, discreet frankness, sincere courtesy, and by active participation in organizations designed to promote mutual understanding and full co-operation between the home and the school.

8. The teacher should participate actively in the life of the community. As a citizen the teacher has both the right and the responsibility of participating actively in political, religious, and social activities. As an educated person he has an added responsibility in such matters, and in his capacity as a public servant the community has a right to expect certain service from him along these lines.

On the other hand, the teacher's primary responsibility is the instruction of children, and it is unfair to expect him to spend all of the time outside of school hours in performing miscellaneous tasks which frequently can be done quite as well by others whose vocations are less exacting than teaching. While the contacts formed by the teacher through participation in community activities broaden his outlook upon life and frequently help to promote educational welfare, it is doubtful whether his obligation in this regard is significantly greater than that of other educated citizens of the community.

9. The teacher should avoid aligning himself with factions in a community. There is considerable difference of opinion among teachers as to their professional prerogatives in political matters. Although many of the codes insist that the teacher should exercise his full rights as a citizen, they also condemn undue political ambition, alignment with factions in the community and participation in controversies which precipitate ill feeling.

10. The teacher should refrain from belittling in any way the community in which he is employed. This obligation is evidently considered either so obvious or so widely accepted that most of the codes make no specific mention of it. However, it is much more important than the scant attention given to it in the codes would indicate. Teachers frequently find fault with various characteristics of the communities in which they are employed, particularly in the smaller towns and villages. The practice usually arouses resentment in the loyal residents of the community, and reacts unfavorably upon the teacher and the teaching profession as a whole. Constructive criticism is sometimes necessary and valuable, but petty, malicious, or purely destructive criticism usually does more harm than good.

C. Standards of Conduct in Relation With Associates

All codes of ethics for teachers place special emphasis upon the need for harmonious and co-operative relations among teachers in every school system. Several cover the relations of the teacher with his associates with the general statement that the Golden Rule should be applied in all professional relations and activities. Others emphasize such general qualities as loyalty, co-operation, confidence, respect, frankness, honesty, friendliness, generosity, sympathy, charity, good will, sincerity and courtesy. While these generalities are important, they are not as useful for the student of professional ethics as the more specific standards which follow:

1. The teacher should assist in developing and carrying out the policies of the school system. By implication as well as by direct state-

ment administrators are admonished by many of the codes to give teachers a share in the development of policies. This does not mean, of course, that the administrators of a school system should not have final authority in establishing policies, or that teachers have a right to ignore policies of which they do not personally approve. Once a policy has been officially adopted, all members of the staff should adhere to it as long as it remains in effect. However, the principle of teacher participation in the development of policies has become a generally accepted standard which gives to the teacher not only the privilege of participating in the development of policies but also the responsibility of assisting in carrying out policies which have been agreed upon.

2. The teacher should support his associates in conversation with others both inside and outside the system, particularly in matters of school discipline. This standard does not imply that teachers should feign hearty approval of a fellow-worker's actions if the latter is clearly in the wrong. It means, rather, that teachers should be quick to emphasize the good things which others are doing and to defend their colleagues against unjust accusations.

3. The teacher should accept full responsibility for the things which he says and does. This important standard is frequently overlooked or ignored,, since teachers, like other human beings, are often inclined to shift responsibility to another which should be borne by themselves.

4. The teacher should aid his associates by giving constructive advice and helpful ideas. This standard includes the right of the

teacher to receive from his superiors constructive advice and occasional frank statements as to his record, as well as the obligation of the teacher to share with his associates helpful ideas and methods.

5. The teacher should give due credit to his associates for their achievements and for assistance received from them. Belittling an associate's achievements is as unprofessional among teachers as plagiarism is among writers.

6. Whenever possible the teacher should assist his fellow-workers to obtain merited promotion. Neither selfishness nor jealousy should allow one member of the profession to hold back another from merited advancement.

7. The teacher should refrain from interfering in any way, unless his official position warrants it, in the school room affairs of an associate. For one teacher to mark the work of a pupil in another teacher's class, or to intrude by comment or action on an associate's disciplinary problems is a distinct infraction of professional etiquette.

8. The teacher should hold inviolate confidential information concerning his associates. The very nature of the work of teaching and administering schools gives rise to many difficult and delicate situations. Confidential correspondence or conversations among teachers or school officials should not be violated at any time.

9. The teacher should carefully avoid gossiping about or criticizing adversely his associates. Criticism of associates is one of the most complex problems in the field of professional conduct. Honesty, frankness, and a sincere desire to help an individual or to improve a particular situation sometimes require definite criticism of an

associate. On the other hand, adverse criticism of a teacher either in casual gossip or with malicious purpose tends to undermine that teacher's usefulness, encourages disloyalty, and thwarts genuine co-operation.

From the large number of statements in the codes which treat this problem specifically, it is clear that certain principles regarding criticism of associates have received general approval: (a) Teachers should welcome constructive criticism from their fellow-workers; (b) all criticism should be definite and constructive; (c) all criticism should be given directly and privately to the individual involved; and (d) in exceptional cases, when the circumstances are serious enough to warrant such action, the criticism and the facts upon which they are based should be reported fearlessly to the proper authorities, with the expectation that the person criticised will be given an opportunity to explain his conduct.

10. The teacher should transact all official business through the proper channels. Teachers should handle all business matters according to the established procedure of the system of the system and should avoid even the appearance of going over the heads of his official superiors, unless exceptional circumstances require the latter action. Although school organizations differ somewhat in different communities, the teacher will usually do well to transact school business with the following general principles in mind:

(a) The board of education is elected or appointed as the legal representative of the people to see that the schools are properly administered. Ordinarily it should not attempt to deal directly with subordinate members of the school system but should delegate this function to the chief administrative officer (superintendent) appoint-

ed by it.

(b) The superintendent is usually held responsible by the board for maintaining efficient and harmonious relations within the system, and for this reason his subordinates should not, except in very unusual circumstances, attempt to deal with the school board except through the superintendent himself.

(c) Teachers should transact all official business through their immediate superiors except when special conditions warrant a different procedure. Persons of higher rank than teachers should administer their policies through those who are next below them in rank. Where lines of responsibility between individuals are indefinite or entirely lacking, ordinary courtesy and a co-operative attitude are the best guides to proper conduct.

11. The teacher leaving a position should organize and leave for his successor such records and other information as will be needed in beginning the next year's work. This procedure enables the incoming worker to become oriented quickly and effectively.

D. Standards of Conduct in Relation to the Profession

Members of every profession have certain responsibilities which they carry by virtue of their membership in that particular social group. Some of the standards of conduct, suggested by the codes for guidance in fulfilling these responsibilities, are given here:

1. The teacher should manifest genuine pride in the teaching profession. Apologizing for it, speaking disparagingly of it, failing to prepare adequately for it and using it merely as a stepping-

stone to other vocations are definitely proscribed.

2. The teacher should support, and assist in raising, the standards of entrance to the profession.

3. The teacher should be a progressive student of education. . He should increase his educational equipment after entering the service and maintain an open mind toward all form of professional progress. Various means are available for accomplishing this, such as summer school, extension courses, reading professional magazines and books, travel, visiting classes, attending institutes and teachers' meetings, and serving on committees.

4. The teacher should co-operate actively with local, state, and national professional organizations. Membership in professional organizations - local, state, and national - is the minimum expression of professional spirit for any true teacher, but it is not enough. Active participation in the activities of these associations is essential for personal growth and professional progress.

5. The teacher should work actively for such economic and social conditions as will permit the profession to render the best service. Adequate salaries, security of position, and reasonable retirement allowances for teachers are essential if the children of this nation are to be taught by efficient teachers.

6. The teacher should report to the proper authorities corrupt or dishonorable practices known to exist in the profession. While this standard does not have the unanimous approval of all members of the profession, its propriety and importance are receiving increased recognition.

E. Standards of Conduct in Securing and Terminating Employment

Securing and leaving a position are experiences which often raise specific questions of professional ethics. Here, perhaps, more frequently than in any other field of professional relationships, proprieties are ignored or violated. Economic pressure or personal ambition sometimes tempts one to resort to unprofessional conduct.

1. Unless the rules of the system prescribe otherwise, the teacher should apply for a position to or through the superintendent.

Several codes state specifically that an application for a position may, with propriety, be filed with a reputable teachers' agency.

2. The teacher should apply only for a position known to be vacant.

Common sense, as well as common decency, preclude direct application for a position which is known not to be vacant. The indiscriminate broadcasting of general applications for a position, while not quite as reprehensible, sometimes has quite as detrimental an effect upon the profession. It creates an unwarranted impression regarding the supply of teachers available and suggests the possibility of reducing expenses by releasing higher-priced teachers and hiring new ones at lower salaries.

3. Upon accepting a position, the teacher should withdraw all outstanding applications.

4. The teacher should seek appointment and promotion only on the basis of professional merit. The use of family, political, religious, or fraternal influences, length of service, and fawning on members of the board of education are definitely condemned in more than twenty state codes.

5. The teacher should not lend himself to any scheme of self-advertising.

6. The teacher should neither ask for nor give general testimonials, and personal letters of recommendations should be frank and honest.

7. The teacher should not underbid a rival candidate for a position.

8. The teacher should not seek an offer elsewhere for the sole purpose of forcing an increase in salary in his present position. The code of the National Education Association adds as a corollary to this standard the significant statement;¹ "Neither should school officials pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so."

9. The teacher should fulfill any agreement which he makes.
Twenty-nine of the state codes stipulate that the teacher should execute fully any contract entered into.

10. Due notice should be given by school officials and teachers whenever a change of position is to be made.

F. Standards of Conduct in Connection With Teachers' Agencies and Publishing Houses

Teachers frequently have professional contacts with commercial organizations of three types - teachers' agencies, publishing companies, and school supply houses. The following standards of conduct have been

1. Code of Ethics of the National Education Association, Art. II, Sec. 6. Taken from the Final Report of the Committee on Ethics of the Profession, 1929; p. 4-6.

suggested in the codes to guide teachers in their relationships with these organizations.

1. The teacher should deal only with teachers' agencies which operate in conformity with recognized professional standards.

2. No teacher or employing official should receive a commission or anything else of value from a teachers' agency.

3. The teacher should avoid any entanglements with or unearned favors from publishing houses or other firms commercially interested in the schools.

4. The teacher should not write general testimonials for canvassers or other salesmen.

5. The teacher should not solicit sample textbooks when there is no immediate prospect of a change in texts. Publishers of textbooks are quite willing to furnish sample books to teachers who are looking for improved texts. However, they resent being imposed upon by teachers who build up their own private libraries or bank accounts by soliciting sample copies and either keeping them or selling them.

4. Examples of Codes

This section includes the codes of ethics of the following groups: (1) The National Education Association, (2) the New York State Teachers' Association, and (3) the Pennsylvania State Education Association. It will be noted that while these examples vary somewhat as to details of standards and methods of enforcement, they are typical of the codes which were discussed under the analysis in the preceding section.

There is a growing sentiment among the officers of the various state teachers' associations favoring the universal application of the Teachers' Code of Ethics which was adopted by the National Education Association in 1929, and the use of which was recommended to all state associations. For a number of years prior to the adoption of this code the feeling had grown apace that it would be entirely practicable and feasible for the National Education Association to take up the study of ethical considerations in the teaching profession through a committee appointed for that purpose. Accordingly, in 1924, a committee was appointed and its continuance authorized by the Representative Assembly at the 1925, 1926, 1927, and 1928 meetings of the Association.

The 1924-25 committee was composed of 56 members; the 1925-26 and the 1926-27 committees consisted of 100 members respectively; and the 1927-28 and 1928-29 committees of 150 members each. These committees assumed as their task the study of all available teachers' codes of ethics, both local and state, having as its goal the formulating of a national code based upon the results and findings of such study.

This study was conducted by means of a questionnaire which was designed to ascertain how well the existing state codes were functioning.¹ From this study it was learned that the state codes were not functioning as well as they should because of failure to take steps to acquaint the members of the profession with the code. To this question, "Do you favor a national code of ethics for teachers?" the replies were almost universally "Yes."²

Fortified with the materials so collected, the committee proceeded to the task of drafting a national code. However, to make assurance doubly sure that only sound principles should be embodied in the code, a body of ethical principles was compiled and sent to some 3000 teachers to seek out their answer as to the ethical value of each statement. Under this plan, each state drew its proper quota of questionnaires and each type of teacher, including chief executives, minor executives, supervisors, and classroom teachers, was questioned. A digest of the facts gleaned from that last survey resulted in the following code to be presented to the Representative Assembly. Upon recommendation by the Assembly it was subsequently adopted by the National Education Association.

A. CODE OF ETHICS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES §

PREAMBLE.-- In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that the teachers may know what is considered proper procedure, and may bring to

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1. National Education Association: Addresses and Proceedings, 1927; p. 197-200.
 2. National Education Association: Final Report of the Committee on Ethics of the Profession, 1929; p. 11.
 3. Op. Cit., p. 4-6.

their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics.¹

ARTICLE I.---RELATIONS WITH PUPILS AND TO THE COMMUNITY.

Section 1. The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen, but he should avoid controversies which may tend to decrease his value as a teacher.

Section 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

Section 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

Section 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

Section 5. The teacher should seek to establish friendly and intelligent co-operation between the home and the school.

Section 6. The teacher should not tutor pupils of his classes for pay.

ARTICLE II.---RELATIONS TO THE PROFESSION.

Section 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping-stone to some other vocation.

Section 2. The teacher should maintain his efficiency and teaching skill by study, and by contact with local, state, and national educational organizations.

Section 3. A teacher's own life should show that education does ennoble.

Section 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

Section 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

1. The term "teacher" as used in this code is intended to include every person directly engaged in educational work, whether in teaching, in an administrative, or a supervisory capacity.

Section 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

Section 7. The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

ARTICLE III.—RELATIONS TO MEMBERS OF THE PROFESSION.

Section 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

Section 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

Section 3. There should be co-operation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to selfexpression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

Section 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

Section 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

Section 6. Testimonials regarding a teacher should be frank, candid, and confidential.

Section 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

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Section 8. Due notification should be given by school officials and teachers in case a change in position is to be made.

Embodied in the report of this committee on professional ethics is a strong recommendation that certain definite steps be taken by the National Education Association, as well as by state and local associations, in order to make known, to interpret, and to enforce this code of ethics. This recommendation falls into two parts, and is briefly stated as follows:

1. For the purpose of giving full and adequate publicity of this code to all teachers, and particularly to those who are entering the profession, the committee recommends among other means that each institution for the training of teachers should give every student an opportunity to become familiar with its provisions.

2. The establishment of a committee on ethics in each state teachers' association. To such a committee should be given not only the duty of interpreting the code, but of investigating reported violations of it, and of securing the co-operation of all members of the profession in abiding by the code, and each teacher should assume as an obligation the necessity of reporting to this committee any cases of unprofessional conduct which may come under his observation. Only through such means as are suggested in the recommendations of the committee will it be possible for this or any other code to function effectively and profitably. Moreover, it will result in commanding a much higher degree of respect from the membership, and a feeling of security on the part of each individual teacher in the profession.

B. CODE OF ETHICS FOR THE TEACHERS OF THE STATE OF NEW YORK ¹

(As Adopted at Utica, November 23, 1931)

FOREWORD.--- Teaching is rapidly gaining recognition as a worthy and unified profession rendering unselfish service to society.

The intent of this code is to define the proper professional attitude of the teacher toward the pupil and community; toward fellow educators; and toward the profession.

ARTICLE I.— ATTITUDE OF TEACHERS TOWARD PUPILS AND THE COMMUNITY

Section 1. Teachers should assume responsibility for the welfare of their pupils through wise and sympathetic understanding of their individual problems.

Section 2. Teachers should endeavor to instil in the minds of their pupils moral and intellectual principles which will develop the best type of citizenship.

Section 3. Teachers should at all times so conduct themselves that no criticism can be made either of themselves or the profession; they should refrain from entering into any community factional differences.

Section 4. It should be the endeavor of all teachers to establish friendly co-operation between the home and the school, thereby securing a better understanding of the child's nature, his interests, and his environments.

ARTICLE II.— ATTITUDE OF TEACHERS TOWARD FELLOW EDUCATORS

Section 1. Loyalty toward fellow-workers and administrative officers should be the keynote of the profession.

Section 2. All criticism should be both kindly and constructive in character.

Section 3. The administrator's right to leadership and the teacher's right to self-expression should dominate their relationship.

Section 4. The teacher's contract should be considered inviolate.

Section 5. Merit should be the sole factor in promotion.

Section 6. Teachers should receive salaries adequate to provide them with means to live as befits the dignity of their position, and to provide for their dependents and for themselves in old age.

1. National Education Association, Research Division, February, 1937; Codes of State and National Educational Associations, p. 16.

ARTICLE III.-- ATTITUDE OF TEACHERS TOWARD THEIR PROFESSION

Section 1. Teachers should uphold the highest standards of preparation for admission to the profession.

Section 2. Teachers should seek to grow in efficiency and to gain a broader conception of the teaching task through study and through affiliation with professional organization.

C. CODE OF ETHICS OF THE PENNSYLVANIA STATE EDUCATION ASSOCIATION ¹

(As Amended at the Pittsburgh Convention of the PSEA,
December 29, 1931)

Foreword

This code is an application of the general principles of ethics to the special obligations, rights, and privileges of the teaching profession.

1. Professional attitude.--Educational attitude. The highest obligation of every member of the teaching is due to those who are under his professional care.

2. Compensation. The teaching profession should demand for each of its members that compensation which will enable him to render the most efficient service. To attain maximum efficiency the compensation must be sufficient to enable him to live upon a scale befitting his place in society, to permit the necessary expenditures for professional improvement, and to make proper provision for those dependent upon him, and for himself in his old age.

3. Open-minded study of education. Every member of the profession should be a progressive student of education. To this end he should be a thoughtful reader of educational literature, should attend and participate in educational meetings, should engage in such experimentation and collection of data as will test the value of educational theories and aid in the establishment of a scientific basis for educational practice, and should be willing to give to his fellow members the benefit of his professional knowledge and experience.

1. National Education Association, Research Division, February, 1937;
Codes of State and National Educational Associations, p. 17.

4. Criticism of associates.

(a) The motives for all criticism should be helpfulness and improvement. Adverse criticisms, known or heard, should not be made or repeated except to the one criticized or to his superior with the full expectation that opportunity for explanation will be afforded. On the other hand, when corrupt and dishonorable practices are known to exist they should be fearlessly reported to the proper authorities.

(b) Adverse comments and insinuations in regard to the work of a predecessor or of the teacher of previous grade are to be condemned.

5. Appointments and promotions.

(4) All appointments, promotions, or advancements in salary should be obtained exclusively on merit. To this end, it is proper for the candidate to make his qualifications known to the proper school authorities either directly or through a teachers' agency.

(b) A teacher should take no steps toward obtaining a specific position until he knows the position is vacant or about to become vacant.

(1) A superintendency or other supervisory headship of a school system should be considered as "about to become vacant" only when the present incumbent shall have notified the school board that he does not desire to be re-elected, or the school board, sitting in committee of the whole, or by some equivalent process, shall have determined that the present incumbent will not be re-elected.

(2) Any other kind of position shall be considered as "about to become vacant" only when the present incumbent shall have notified the proper supervisory officers that he does not desire to be continued, or the superintendent or some other authorized supervisory officer shall have notified the present incumbent that he intends to recommend the discontinuance of his employment.

(c) No teacher should secure an offer elsewhere for the sole purpose of using it as a means to obtain an increase of salary in his present position.

(d) Upon accepting appointment in a given district a teacher should notify all other districts to which letters of application have been sent.

(e) Whenever a superintendent is seeking a teacher in another district he should inform the superintendent or the proper officials of the district, but a superintendent's reluctance to part with a teacher should not deprive the teacher of an opportunity for deserved advancement.

6. Contract obligations. A teacher should never violate a contract. Unless the consent of the employing body is obtained releasing the obligation, the contract should be fulfilled. On the other hand, when a teacher is offered a better position elsewhere it is against the best interests of the schools to stand in the way of the teacher's advancement by arbitrary insistence upon the terms of a needlessly rigid contract, if the place can be satisfactorily filled.

7. Democracy in the development of school plan. The superintendent should be recognized as the professional leader of the school system.. Each member of the system should be given opportunity to collaborate in the solution of professional problems; but when a policy is finally determined, it should be loyally supported by all.

8. Relation between supervisory officers and teachers.

(a) Co-operation, loyalty, and sincerity should characterize all relations between supervisory officers and teachers.

(b) Each teacher is entitled from time to time to statements of his professional record, whether favorable or unfavorable, and may properly make requests for such statements.

(c) A supervisor of classroom work should observe the following ethical principles in relation to the teachers whose work he observes professionally:

(1) He should express an opinion upon the work observed following each professional visit.

(2) He should recommend ways to remove every fault pointed out and allow reasonable opportunity for improvement.

(3) He should not criticize a teacher before other teachers or before pupils.

(4) He should just as certainly and just as unfailingly point out the excellencies as well as the faults of the work observed.

(5) He should give ample opportunity for conference previous to observation of the teacher's work.

(d) Asuperintendent or other supervisory officer should be ready and willing at any time to answer official inquiries from prospective employers concerning the qualifications of any teacher under him, and should be willing to write to any interested party, at the request of a teacher, giving a statement of the teacher's professional record under him, but evasive or equivocal letters of recommendation should not be given.

9. The tenure of teachers. (The term "teacher" in this section is intended to include all members except superintendents or others who are professional heads of school systems).

If the professional record of any teacher is so unsatisfactory to justify the discontinuance of his employment at the end of his term of contract, but not so unsatisfactory as to require his immediate dismissal, then information to that effect should be given him in writing 60 days before the close of the school term and before the supervisory officer of the school system recommends to the school board that the employment of the teacher be discontinued.

10. Relation to parents.

(a) Teacher's should maintain co-operative relations with parents and should meet criticism with open-mindedness and courtesy.

(b) Teachers should not discuss the physical, mental, moral, or financial limitations of their pupils in such a way as to embarrass the pupil or parents unnecessarily. Nevertheless, they should exercise the utmost candor, as well as tact, in their communications with parents on matters of real importance. Information concerning the home conditions of the pupils should be held in confidence by the teachers.

11. Relations to publishers and supply houses. No member of the profession should act as an agent, or receive a commission, a royalty, or anything else of value for any books or supplies in the purchase of which he exercises official decision.

12. Teachers' agencies.

(a) The profession unhesitatingly condemn teachers' agencies that

- (1) Encourage teachers to break their contracts,
- (2) Work for the appointment or promotion of unqualified teachers,
- (3) Make recommendations for positions not known definitely or positively to be vacant, or
- (4) Induce teachers to leave their positions during the school year unless an honorable release should be secured.

(b) Information given to a superintendent or other school official by a teacher's agency in confidence should be held in strict confidence, and should under no circumstances be divulged to the candidate.

(c) No superintendent or any other employing official should receive a commission or anything else of value from a teachers' agency.

13. Loyalty to school boards.

(a) It is the duty of every member of the profession in a school system to recognize the legal authority of the board of directors and be loyal to its policies established in accordance therewith.

(b) If, however, the attitude of the school board should clearly and persistently be such as to prevent the members of the profession employed by it from serving the best interests of the pupils, and if repeated efforts to remedy the situation have been without avail, then an appeal should be made to the Commission on Professional Ethics.

14. Commission on Professional Ethics.

(a) There shall be a Commission on Professional Ethics operating under the Pennsylvania State Educational Association. This commission shall consist of the president of the association ex officio and four members of the profession, appointed by the president, with terms of four years each, one term expiring on July first each year.

(b) It shall be the duty of this commission to study the various problems of professional ethics arising from time to time, to give to inquiring members of the profession its interpretation of the meaning of various principles in this code, to arrange for investigations rendered advisable in connection with this code, to take such action in regard to their findings as may be deemed wise, to make recommendations to the state education association as to amendments or additions to the code, and in general to have oversight of all questions arising in connection with the ethics of the teaching profession within the state.

(c) It shall be the duty of the members of the profession to co-operate with this commission by making suggestions for the improvement of this code and by reporting violations of it.

15. Political activity. Each member of the teaching profession, because of his special relationship to the school board of his district should carefully refrain from all political activity in connection with the election of school directors in his district except the casting of his ballot.

Political assessment. Participation by members of the teaching profession in any coercive scheme for the collection of funds for political purposes is unethical.

VI..CONCLUSIONS

The purpose of this study was two-fold: (1) to ascertain the motives underlying the movement in the direction of a code of professional ethics for teachers; and (2) to make a somewhat critical analysis of the extent to which the movement has progressed. The evidence presented in the first four chapters shows clearly the following facts as to motives:

1. A movement in professions outside the teaching field toward a statement of principles whereby to govern the conduct of the members of those professions. The earliest record of a written code of professional ethics was found to be that of the American Medical Association in 1826, followed ten years later, in 1836, by a code of legal ethics which was drawn up by David Hoffman of Baltimore. These were followed about thirty years later by the American Pharmaceutical Association and the American Veterinary Medical Association, each of which adopted a code at that time. Beginning with the opening of the twentieth century, and particularly after the close of the World War, the movement increased apace, until today more than 300 professions are regulating the relationships of their individual members through a written code of ethics.¹

2. The fundamental ideal of the professions is to place service to society above financial gain. More and more has this ideal become the beacon light which guided professional leaders to the realization

1. Heermance, Edgar L. Codes of Ethics. Burlington, Vermont: Free Press Printing Company, 1924. 525 p.

that to be truly great one must be the servant of others. Gradually teaching grew to become more and more a profession through recognition of the need of scientific knowledge and corresponding skill as its basic equipment. More so, perhaps, than in all other professions, service has always been the motivating factor in the profession of teaching. It is as old as teaching itself; but the rapid social changes in this complex civilization have imposed upon the meaning of the term newer interpretations and greater responsibilities. Naturally corresponding changes have had to take place in the ethical aspects of the craft, so that now teaching has its system of underlying principles that are as definite and as essential as are those of the science of medicine, or of the practice of law.

With reference to the progress this movement has made, this study shows through the beginning of the movement among local teacher groups and clubs a certain definite momentum which gradually brought it not only statewide but national recognition. A few of the state teachers' associations early adopted codes, later revising them, and other states followed. Further impetus was given the movement through the launching of a systematic study of the problem of ethics in the teaching profession by the Division of Research of the National Education Association. This study lasted from 1924 to 1929, at which time the Committee on Ethics made a final report of its findings and submitted a draft for a national code of ethics which was subsequently officially approved by the National Education Association.¹

1. National Education Association: Proceedings, 1929; p. 1038.

Another conclusion which has forced itself upon the attention of the writer as a direct result of this study is the need for systematic instruction in professional ethics in every professional school for teachers.

A study made by the Division of Research of the National Education Association ¹ shows that of 296 schools representing eight professions which were studied by means of a questionnaire, 92 percent prescribe definite courses in professional ethics for all students, whereas only eight percent offer them as electives. Included among these 296 schools were 23 schools for teachers. Moreover, in five states, Idaho, New Hampshire, Rhode Island, Connecticut, and Massachusetts, instruction in professional ethics is a prescribed part of the regular curricula in their teacher training institutions. The state normal schools of New Hampshire and Rhode Island have made the state codes of ethics officially a part of their program of studies and, furthermore, New Hampshire has included the subject in the examination of teachers for certification. Connecticut and Massachusetts have definitely prescribed courses in professional ethics for teachers.²

In the study of many of the existing statements of ethical standards one unfortunate characteristic was noticeable, namely, that such statements are too general and indefinite. Consequently, students in training institutions, with little or no experience as teachers, cannot be expected to comprehend standards of professional conduct unless

1. National Education Association: Research Bulletin, vol. 9, p. 11. Table 4; January, 1931.

2. Op. Cit., p. 21-22.

such standards are stated in terms of specific, concrete situations which they will encounter during active service in the profession.

There appears to be at present a serious need for action along three distinct lines: (1) a clearer definition of the standards set up in teachers' codes of ethics; (2) the promotion of a better understanding among the rank and file of teachers in regard to the issues involved in these standards; and (3) the creation of machinery for enforcement in cases where teachers wilfully and persistently violate accepted standards of conduct. While this study has not been specifically concerned with these problems, it nevertheless appears to the writer entirely proper to list them here as pertinent to the study involved. A code of ethics to be effective in any profession must be well known to, and fully understood by, the individual members of that profession. And the number of teachers who are aware of the existence of a code of professional ethics other than possibly a personal code set up by themselves is pitifully small.

APPENDIX

TABLE I.—LIST OF STATE TEACHERS' ASSOCIATIONS WHICH HAD ADOPTED A CODE OF ETHICS UP TO AND INCLUDING 1925 ¹

Alabama	Massachusetts	Oklahoma
California	Michigan	Oregon
Connecticut	Mississippi	Pennsylvania
Georgia	Missouri	Rhode Island
Idaho	New Jersey	South Carolina
Kansas	New York	Texas
Louisiana	New Hampshire	Utah
Maine	North Carolina	Virginia
Iowa	Ohio	Washington

Of the remaining states the following state associations made adoptions since 1925 as shown in the following table as determined through correspondence:

TABLE II.—YEARS IN WHICH STATE TEACHERS' ASSOCIATIONS ADOPTED THEIR PRESENT CODES OF PROFESSIONAL ETHICS, BEGINNING WITH 1926 ²

Year of Adoption	State Associations	Number	Cumulative Number
1926	Arizona, Florida, Kentucky, South Dakota	4	4
1927	Colorado, Kentucky	2	6
1929	Nebraska, Wyoming	2	8
1930	Delaware	1	9
1931	Illinois, Montana	2	11
1932	Wisconsin	1	12
1933	North Dakota, Vermont	2	14
1935	Tennessee	1	15

1. Taken from Committee Report, National Education Association, 1926. P. 13.

2. Information obtained through correspondence with State Associations.

30

APPENDIX

TABLE II.—SUMMARY OF THE CHARACTERISTICS OF THE TEACHERS' CODES OF ETHICS, TOGETHER WITH THE NUMBER OF STATES HAVING EACH CHARACTERISTIC.

Characteristics	No. of States
A. General principles of conduct and character:	
1. High moral character	33
2. Personal habits and social relationships	27
B. Relations with pupils, parents and community:	
1. General welfare of the pupils	11
2. Respect for the individuality of each pupil	9
3. Just and fair dealing with children	16
4. Sympathy and courtesy toward pupils	3
5. Respecting confidential information	5
6. Imposing one's religious beliefs upon pupils	3
7. Co-operation with parents	29
8. Taking part in community activities	28
9. Avoidance of participation in factional disputes	11
10. Belittling the community where employed	17
C. Standards of conduct in relation to associates:	
1. Co-operation with administrative officials	37
2. Willingness to aid one another	15
3. Accepting full responsibility for his own actions	5
4. Give constructive advice and helpful ideas	7
5. Credit associates with achievements and help	11

APPENDIX

TABLE II.—SUMMARY OF THE CHARACTERISTICS OF THE TEACHERS' CODES
OF ETHICS, TOGETHER WITH THE NUMBER OF STATES HAVING EACH
CHARACTERISTIC (Continued).

Characteristics	No. of States
6. Assist associates with merited promotions	17
7. Interfering with schoolroom affairs	15
8. Breaking confidences	9
9. Avoidance of gossip and adverse criticism	31
10. Transact all official business through proper channels	27
11. Leaving reports for one's successor	15
D. Standards of conduct in relation to one's profession:	
1. Pride in the teaching profession	27
2. Elevating the standards of the profession	20
3. Increased self-improvement	36
4. Membership in teachers' organizations	37
5. Improvement of economic and social conditions	7
6. Discouragement of corrupt and dishonorable prac- tices among the profession	11
E. Standards of conduct in securing or terminating employment:	
1. Proper person to whom to apply for a position	8
2. Applying for non-vacant positions	26
3. Withdrawal of applications	16
4. Secure promotions only on professional merit	21

APPENDIX

TABLE II.—SUMMARY OF THE CHARACTERISTICS OF THE TEACHERS' CODE OF ETHICS, TOGETHER WITH THE NUMBER OF STATES HAVING EACH CHARACTERISTIC (Concluded).

Characteristics	No. of States
5. Self-advertisement	13
6. Not ask or give testimonials	5
7. Underbidding for positions	25
8. Forcing salary increases	4
9. Employing teachers on basis of merit	25
10. Adequate compensation	23
F. Standards of conduct in connection with teachers' agencies and publishing houses:	
1. Unprofessionalism among teachers' agencies	15
2. Unearned commissions and royalties	26
3. Dignified business relations	5
4. Writing of testimonials for salesmen	3
5. Unwarranted soliciting of sample textbooks	3
G. Miscellaneous duties and obligations:	
1. Personal conduct and dress	35
2. Disparaging the profession	12
3. Practices of evading responsibility	9
4. Loyalty to educational institutions	9
5. Political ambitions and activities	7

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